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ABSTRACT

As part of a 3-year California statewide plan for vocational education, a study was conducted to assess the effectiveness of career/vocational counseling at a sample of community colleges. Letters were sent to all California community colleges requesting their participation, and surveys were mailed to the 16 institutions that expressed interest in the project. Student questionnaires requested information on career/vocational counseling needs, knowledge and use of counseling services, ratings of services, and assessment of the benefits they had received from the services. Staff questionnaires focused on awareness of specific services, ratings of their importance and quality, and assessment of the effectiveness of various aspects of career/vocational counseling. Study findings, based on responses from 2,040 vocational and nonvocational students and 221 vocational faculty, counselors, and staff, included the following: (1) 81% of the students who used career/vocational services were satisfied with those services; (2) students' greatest need was to explore careers related to their interests or skills; (3) 84% felt comfortable contacting a counselor for advice about career/vocational goals; (4) students expressed more interest in career/life planning classes than in individual counseling sessions, but they rated individual sessions as the counseling services of highest value and quality; and (5) staff tended to rate the importance of counseling services more highly than students, but students tended to rate the quality of those services more highly. A significant enhancement of the study was the addition of counselor peer consultants and business/industry consultants to assist the colleges in meeting the needs identified by students and staff. Appendixes include the survey instruments and cover letter. (AJL)

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Evaluation and
Training Institute

A STUDY OF CAREER/VOCATIONAL COUNSELING IN CALIFORNIA COMMUNITY COLLEGES

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A STUDY OF CAREER/VOCATIONAL COUNSELING IN CALIFORNIA COMMUNITY COLLEGES

FINAL REPORT

SUBMITTED TO:

OFFICE OF THE CHANCELLOR
CALIFORNIA COMMUNITY COLLEGES

SUBMITTED BY:

EVALUATION AND TRAINING INSTITUTE

NOVEMBER, 1988

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EXECUTIVE SUMMARY

As part of the Three-Year State Plan for Vocational Education, the Evaluation and Training Institute (ETI) conducted a Second Year Study to Assess the Effectiveness of Career/Vocational Counseling in California Community Colleges. The goal of study was to provide information concerning the effectiveness of career/vocational counseling at a statewide sample of schools which would provide information useful to both the individual schools which participated in the study and to all schools in the community college system. The evaluation approach for the second year study was developed by ETI staff in conjunction with the Project Monitor and Project Advisory Committee.

Letters were sent to all California Community Colleges explaining the study and asking for participation in the comprehensive evaluation. Sixteen schools expressed the desire to participate in the project. Surveys were then sent to participating colleges with fourteen colleges returning completed questionnaires. A total of 2,040 vocational and nonvocational students, and 221 vocational faculty, counselors and staff completed the surveys. Students were asked to identify their career/vocational counseling needs, to indicate whether or not they had heard of or used a variety of career/vocational counseling services, to rate the value and quality of services provided, and to report on benefits they had received from career/vocational counseling. Staff were also asked if they had heard of specific career/vocational counseling services, and to rate the importance and quality of services provided and the effectiveness of various aspects of career/vocational counseling.

Descriptive analyses of the survey data were conducted to determine demographic characteristics of the student and staff samples and to identify the distribution of responses to each of the student and staff survey items. Data for each of the 14 colleges were analyzed separately and each college was provided a Data Summary Notebook displaying its individual campus data in comparison to the statewide sample data.

The major findings of the second year study surveys are summarized below:

* Overall, 81 percent of the students who had used career/vocational counseling services were satisfied with those services.

* Students identified their greatest need to be in exploring jobs/careers related to their interests or skills.

* Students generally felt comfortable contacting a counselor for advice about their career/vocational goals (84%).

* Career/life planning classes received more positive ratings than individual counseling sessions.

    * Eighty percent of survey respondents felt that career/life planning classes had shown them how their strengths and weaknesses could fit into a career, compared to only 64 percent for individual counseling.

- Individual counseling received a higher rating than career/life planning classes for teaching respondents valuable job-seeking skills.

- Receiving the lowest benefit ratings for both career/life planning classes and individual sessions were "taught me skills to keep a job" and "kept me informed of the latest trends in business."

* Students rated individual appointments with career counselors as the highest value and quality of career vocational counseling services provided.

* Staff tended to rate the <u>importance</u> of the 10 career/vocational counseling services listed on the survey forms more highly than did students, but students tended to rate the <u>quality</u> of those services more highly.

The most significant enhancement for the second year study was a training workshop for 22 career/vocational Counselor Peer Consultants (CPCs) and Business and Industry Consultants (BICs) who had been nominated by the colleges to provide technical assistance to the colleges. Site visits were conducted by the Peer Consultants and ETI staff at the study colleges to discuss results of the statewide as well as individual data and provide technical assistance to counselors, vocational education faculty, administrators and staff. A wrap-up session was held at the end of individual meetings with deans and administrators to discuss the overall impressions and give suggestions to improve the career/vocational counseling program.

I. NEED FOR THE STUDY

During the past several years, many Community College administrators, State legislators, and Vocational Education policy-makers have expressed the need to obtain more specific information about the quality of career/vocational counseling services for students. This is consistent with one of the nine purposes of the 1984 Carl Perkins Vocational Education Act, which calls for the State "to utilize a full range of supportive services, special programs, and guidance counseling and placement" to achieve the basic purposes of the Act. In addition, six of the eight policy statements of the Board of Governors for 1986-87 relate to this need and recommend:

* Comprehensive program planning and coordination for "gathering, compiling and disseminating pertinent information that will be useful to the State and local community colleges."

* Programs to meet student needs and provide necessary support services to ensure access.

* Assessment, guidance and counseling services to assess student goals and obtain information from student follow-ups and employer feedback.

* Linkages between the colleges and employers to meet job and employment needs.

* Inservice education for vocational education administrative and instructional staff to keep current and proficient in meeting students' job training needs.

* An evaluation system to assess the quality and effectiveness of vocational education programs.

* Dissemination of vocational education information to provide interested parties with information about the vocational education services offered.

Furthermore, the California Community Colleges' Vocational Education Goals and Objectives for 1986-87, as adopted by the Board of Governors for the Three-Year State Plan for Vocational Education, reaffirm that the colleges should "assist students in making occupational choices through improved guidance services and activities," "improve and expand linkages with the business and industry sectors," and provide a comprehensive quality staff development program for all vocational education personnel at all levels.

Finally, the Statewide Vocational Education Advisory Committee for Guidance and Counseling has identified a need for peer site visits to improve the effectiveness of career/vocational counseling at community colleges identified as needing assistance.

In view of the established goals of career/vocational counseling, and the limited and shrinking budgets for these services, a study was needed to determine the extent and effectiveness of such activities. In response to this need, the Chancellor's Office contracted with the Evaluation and Training Institute (ETI) to conduct a second year study to Assess the Effectiveness of Career/Vocational Counseling in California Community Colleges.

This report presents a description of the study methodology and findings of the site visits and data analysis.

II. PURPOSE OF THE STUDY

The Study to Assess the Effectiveness of Career/Vocational Counseling in California Community Colleges is an expansion of ETI's pilot study which was conducted at ten colleges in 1986-87. The goal of the pilot study was to collect information about the extent, type and effectiveness of career/vocational counseling services provided to students at the participating colleges. The Second Year Study expanded the pilot study to provide a larger sample which would be more representative of the state as a whole, provide individual campuses with their own data profiles, and offer on-site technical assistance to each campus through counselor peer and business/industry consultants.

The study contained the following four major components:

* Extending to each of the 106 community colleges in the state the opportunity to participate in a comprehensive survey of their school's vocational education students, faculty, counselors and administrators.

* Disseminating Data Summary Notebooks to each participating college outlining areas of program strength and areas in need of improvement.

* Training a cadre of career/vocational Counselor Peer Consultants (CPCs) and Business and Industry Consultants (BICs) to assist the colleges in meeting identified program needs of students and staff.

* Coordinating CPC/BIC site visits to each of the participating colleges. These visits gave the colleges the opportunity to discuss their survey results and receive technical assistance from the Counselor Peer and Business/Industry consultants.

The goal of the Second Year Study was to provide information concerning the effectiveness of career/vocational counseling at a statewide sample of schools which would provide information useful to both the individual schools which participated in the study and to all schools in the community college system. The pilot study was very promising in this respect. Dr. John Patterson, Manager of Career Education and Guidance at Santa Clara County Office of Education, has directed the distribution of the pilot study to schools and organizations requesting it. As of January 21, 1988, 250 copies had been distributed throughout California and the United States.

The Chancellor's Statewide Advisory Committee on Vocational Education and Guidance specifically recommended the general study design and procedures which were utilized in the pilot study. For the study's second year, the project monitor, project advisory committee and ETI staff drew on the experience of the pilot study to revise the survey instruments and study design. The most significant enhancement to the second year study was the addition of the BICs and CPCs. Their inclusion shifted the focus of the site visits from merely a report of the survey data to a technical assistance workshop. The workshop allowed a team of counseling experts to discuss with the college strategies for improving areas of need.

III. METHODOLOGY

EVALUATION APPROACH

ETI staff developed the evaluation approach with the Project Monitor and the Advisory Committee. The following activities were conducted:

1. A meeting of the project advisory committee and the project monitor was convened to revise the student and staff questionnaires and discuss the project design and procedures. The student and staff questionnaires were revised, incorporating the recommendations of the project advisory committee and the project monitor (copies of the forms are included in Appendix A). The revised versions were approved by those attending the planning meeting.

2. Each community college president was sent a letter which introduced the project and invited their college to participate. Copies of the letter were also sent to the Dean of Student Services and Dean of Counseling at each college. A copy of the letter is in Appendix B.

3. In response to the letters of invitation sent to each college, sixteen schools expressed a desire to participate in the project. Surveys for 300 students and 35 staff members were sent to the Dean of Vocational Education or the contact person specified by the college at each of the schools participating. The contact person was directed to administer the student surveys in career/life planning classes. If fewer than 300 students were enrolled in these classes, the remaining questionnaires were distributed in an equal number of vocational education and general education classes.

4. Of the sixteen colleges which received questionnaires, fourteen returned completed forms. As detailed in Table 16 a total of 2,040 students and 221 staff completed surveys. (All tables are included in Appendix C).

5. Survey data were analyzed for the sample colleges as a group and a data profile was constructed for each individual college.

6. In a separate mailing, nominations for CPCs and BICs were requested from community college presidents, deans of student services, deans of counseling, and deans of vocational education. In addition, nominations were submitted by members of the Chancellor's Office Statewide Advisory Committee for Guidance and Counseling and project advisory committee members.

7. Sixty-six persons were nominated to serve as CPC and BIC representatives. Nominees were sent a letter describing the project and requesting that, if interested in participating, they send a brief description of their involvement in career/vocational counseling and their area(s) of expertise. Twenty-two CPC and BIC consultants were chosen to participate in the study. The list of CPC and BIC consultants is in Appendix D.

8. Resource materials were gathered from advisory committee members to be distributed to Counselor Peer Consultants and to the participating colleges. Participating colleges were asked to submit several possible dates on which technical assistance site visits could be conducted.

9. Data Summary Notebooks containing individual campus data and comparative data from the entire sample were prepared for each college. Individual campus data were not shared with other campuses in order to preserve the confidentiality of the findings.

10. A planning meeting and training workshop was held on August 30, 1988 for CPC and BIC consultants. At the meeting, statewide student and staff data were presented and discussed, procedures for the visit were outlined, conclusions and recommendations based on the data were discussed and site visit scheduling was finalized.

11. Technical assistance site visits were conducted at the study colleges. Each visit was conducted by at least two peer consultants and an ETI representative. The visits consisted of meetings with college deans/administrators, counseling staff, and instructors. The statewide as well as the individual data were discussed with each group. Also discussed were the perceived strengths and weaknesses of the college's counseling program and ways in which the program could be improved.

Limitations of the Study

The data collected in this study is descriptive in nature. Although patterns emerging from that description may be suggestive of the total college population, it is not appropriate to infer conclusions about the general population of community college students or staff from this sample.

IV. FINDINGS

STUDENT SURVEY FINDINGS

Surveys were returned by 14 community colleges with 2,040 students completing the survey. A list of the colleges and the number of surveys returned by each is included in Appendix C. When the term statewide data is mentioned in the description of survey results, it refers to the combined data from these 14 schools.

1. Student Characteristics

As shown in Table 1, respondents statewide were demographically diverse. Fifty-five percent of the respondents were female and 45 percent were male. This ratio is close to that of the entire community college student population as reported by the California Postsecondary Education Commission, which based its statistical data on Fall, 1987 enrollment figures. About one-third (35%) of respondents were new students, with the remaining two-thirds (65%) returning students. About half were taking twelve or more units, one-fourth were taking 6-11.9 units and one-fourth were taking 1-5.9 units. Over half (54%) of the students responding attended classes during the day, 25 percent attended classes in the evening, and 21 percent attended both day and evening classes. Respondent ages varied, with 19 percent age 17-19, 27 percent age 20-23, 19 percent age 24-29, 23 percent age 30-40 and 11 percent over age 40. Over one-third (35%) of the respondents were undecided about a major, with most others declaring industrial technology (24%) or business (22%).

The ethnic composition of the ETI sample is similar to that of the state as a whole, but with slightly higher minority representation. White students constitute the largest group in both the ETI sample and the state enrollment figures (55% and 62%, respectively). Hispanics make up 20 percent of the ETI sample and 14 percent of overall enrollment. Blacks represented 11 percent of ETI's sample, and 7 percent of state enrollment. Ten percent of ETI's sample was Asian.

Seven percent of survey respondents were limited English speaking. Nineteen percent participated in a special program for nontraditional students. Almost half (46%) of the students in the ETI sample are attending a community college in order to transfer to another college. Most others (32%) are retraining for a different job. Only 14 percent are attending a community college to directly prepare for first entry into the labor market.

2. Student Assessments of Their Need for and Satisfaction With Career/Vocational Counseling Services

Table 2 presents respondents' assessments of their career/vocational counseling needs. "Exploring jobs/careers related to my interests and skills" received the highest need rating, with over half (54%) of the students reporting that this was a major need and almost one-third (31%) reporting a minor need for the service. The remaining services listed received very similar ratings: forty to forty-seven percent of respondents felt that there was a major need for the services; 30-34 percent felt there was a minor need; and, 21-29 percent felt that there was no need.

When asked to rate their level of satisfaction with aspects of the career/vocational counseling services at their school (see Table 3), 84 percent of students indicated that they felt comfortable contacting a counselor for advice about their career\vocational goals. Eighty-three percent felt that the career center hours are convenient and 83 percent felt that counselors are generally helpful.

Responses were less positive, however, when students were asked if the career center kept them well-informed about its services and opportunities (36% disagreed), if there were enough career counselors to adequately serve students (36% disagreed) and if there were enough career center staff to adequately serve students (38% disagreed).

3. Ratings of Benefits and Results of Individual Career Counseling Sessions and Career/Life Planning Classes

Tables 4 and 5 show ratings of potential benefits of individual career counseling sessions and career or life planning classes. Overall, career/life planning classes received more positive ratings than individual counseling sessions at providing the benefits listed. Eighty percent of survey respondents felt that career/life planning classes had shown them how their strengths and weaknesses could fit into a career, compared to 64 percent who thought individual counseling helped them in this area.

Eighty-one percent felt that classes taught them where and how to get career information, compared to 62 percent who felt individual counseling provided this assistance. These higher ratings could be reflective of the greater number of hours which a student spends in a career class opposed to an individual counseling session. Individual counseling received a higher rating than classes, however, for teaching respondents valuable job-seeking skills. Receiving the lowest benefit ratings for both classes and individual sessions were "taught me skills to keep a job" and "kept me informed of the latest trends in business".

As shown on Tables 6 and 7, reported outcomes of individual counseling sessions were similar to those of career/life planning classes. The most common outcomes reported for both individual counseling and career classes were "I have tried to improve the quality of my college work" and I am in school and taking classes related to my career choice."

4. Student Ratings of the Value and Quality of Career/Vocational Counseling Services Provided

Table 8 presents students' ratings of the value and quality of the career/vocational services provided by their school. In general, quality ratings were higher than value ratings. The highest value ratings were for individual appointments with career counselors, which were considered highly valuable or valuable by 61 percent of respondents and somewhat valuable by 18 percent of respondents. The following services were judged to be of no value by about one-fourth of those responding: Career life or planning classes; computer guidance programs; internships and/or work experience opportunities; group counseling sessions or support groups; and, special counseling services for non-traditional students.

Quality ratings of services were fairly uniform. The highest ratings for quality were given to individual appointments with career counselors and computer guidance programs, each considered excellent or good by approximately two-thirds of survey respondents and satisfactory by approximately one-fourth.

5. Differences Among Subpopulations of Students

In order to determine the needs of specific groups of students, survey responses were broken out by several demographic variables. The following results were statistically significant at the .05 level:

* New students more frequently expressed a major need for the following than did returning students: Knowing more about their interests and skills; understanding how to decide what their career goals are; becoming more certain of career/vocational plans; exploring jobs/careers related to their interests and skills; selecting courses related to their career goals and; developing effective skills to find a job.

* Returning students felt more frequently than new students that the career center did not keep them well-informed about its services and opportunities.

* New students more frequently reported benefitting from both individual counseling and career/life planning classes than did returning students. New students also expressed greater satisfaction with services overall.

* New students considered computer guidance programs and internships/work experience opportunities more valuable than did returning students.

* The majority of daytime students are taking more units and are planning to transfer to another college, while the majority of evening students are taking fewer units and are retraining for a different job.

* Daytime students expressed a greater need than evening students to explore jobs/careers related to their interests and skills, develop effective skills to find a job, and obtain a job.

* A greater percentage of evening students did not feel that career center hours were convenient.

STAFF SURVEY FINDINGS

1. Characteristics of Staff

A total of 221 staff surveys were returned from the fourteen schools participating in the career/vocational counseling study. The number of surveys returned from each school, shown in Table 9, ranged from one to 29. The majority of respondents (62%) were employed full-time during the day. Most of the remaining respondents (24%) were employed full-time both day and evening. Sixty-three percent were instructors, and 27 percent were counselors (see Tables 10 and 11).

2. Staff Ratings of Importance and Quality of Career/Vocational Counseling Service

As shown in Table 12, staff members rated the importance of career/vocational counseling services significantly higher than they rated the quality of the services at their schools. Importance ratings overall were very high. Considered most important by staff were individual appointments with career counselors, rated highly important or important by 93 percent of survey respondents. Also considered highly important or important by a large majority of respondents were the following: Career center/job placement office job listings (88%); working with career counselor to develop an educational plan (86%); career life or planning classes (86%); and special counseling services for nontraditional students (84%). The services receiving the lowest relative rating were group counseling sessions or support groups, considered highly important or important by 44 percent of survey respondents, somewhat important by 43 percent, and of little or no importance by 12 percent.

Quality ratings were mixed. The highest ratings were given to computer guidance programs, considered excellent or good by 65 percent of survey respondents, and special counseling services for nontraditional students, considered excellent or good by 67 percent. About half of those responding gave career center publications and information, and individual appointments with career counselors, good or excellent ratings. However, special career workshops or seminars were considered of unsatisfactory quality by 38 percent of survey respondents, and group counseling sessions or support groups were considered unsatisfactory by 36 percent. Also considered unsatisfactory by a sizable number of respondents were the following: Working with career counselor to develop an educational plan (30%); internships and/or work experience opportunities (27%); and, career center/job placement office job listings (25%).

3. Staff Satisfaction with Delivery of Services

Table 13 displays staff members' level of agreement to a list of statements concerning the delivery of career/vocational counseling services. Eighty percent of those questioned felt that counselors are generally helpful. However, only 59 percent considered counselors well-informed and just 50 percent felt that career/vocational counseling at their school is effective. Even fewer staff members agreed that counselors talk to people from the community, business, and industry about job offerings (41%) and that counselors talk to instructors about job placement opportunities (29%).

4. Staff Responses Concerning Awareness of Services

As shown in Table 14, staff members reported that they have heard of some career/vocational services offered at their schools more than others. Over 90 percent of survey respondents indicated that they had heard of basic skills assessment testing and special counseling services for nontraditional students. Over 80 percent had heard of individual appointments with a career counselor, career center/job placement office job listings, and working with a career counselor to develop a career or transfer plan. Several services, however, were unknown to a large number of counselors: Only 39 percent of staff members had heard of job shadowing/informational interviews/job development services at their school, and only 37 percent had heard of group counseling sessions or support groups.

COMPARISON OF STUDENT AND STAFF FINDINGS

When comparing student and staff ratings of the importance and the quality of career/vocational counseling services (detailed in Table 15), significant differences were revealed. Students gave lower value/importance ratings than staff to almost every service listed. Conversely, students gave significantly higher quality ratings than did staff to every service listed. It is important to note that the term "value" was used in the student questionnaire, and the term "importance" was used in the staff questionnaire. The subtle difference in the meaning of these terms could affect the responses.

When rating importance, the service showing the largest difference between student and staff responses was career center/job placement office job listings, considered highly important or important by 88 percent of staff, but valuable by only 49 percent of students. Differences between staff and student responses were nearly as large for the following: Special counseling services for non-traditional students; working with career counselor to develop an educational plan individual appointments with career counselor; and, internships and/or work experience opportunities. Although group counseling sessions or support groups were considered highly important or important by a comparable percentage of students and staff (42% and 44%, respectively), 43 percent of staff, compared to 21 percent of students, considered the service somewhat important.

In general, the differences between student and staff responses were smaller for quality than for importance. However, student responses were consistently more positive than staff responses. By far the greatest difference was for group counseling sessions, considered excellent or good by 54 percent of students but by only 21 percent of staff. Special career workshops and seminars were considered excellent or good by 56 percent of students and just 31 percent of staff. Two services, computer guidance programs and special counseling services for nontraditional students, were exceptions to the general trend, receiving similar ratings from staff and students.

V. SUMMARY OF TECHNICAL ASSISTANCE SITE VISITS

The most significant enhancement to the second year study was the addition of Counselor Peer Consultants (CPCs) and Business and Industry Consultants (BICs) to assist the colleges in meeting identified program needs identified by students and staff.

Technical assistance site visits were conducted to 12 of the 14 participating colleges. Two colleges were unable to schedule site visits. Each visit was conducted by at least two peer consultants and an ETI representative with a time frame of three to five hours. The visits consisted of meeting with college deans/administrators, counselors, staff, and vocational faculty. The statewide as well as the individual data were discussed with each group. A wrap-up sessions was held at the end of individual meetings with the deans/administrators to discuss the overall impres[illegible]id give suggestions to improve the career/vocational counseling program.

Technical assistance provided to the colleges was generally unique to each college. Overall, college staff expressed concern about:

* Techniques to improve coordination and flow of information between counselors and vocational faculty
* Strategies for improving the visibility and services for evening students
* Information on additional grant opportunities
* Delivering career counseling services with a small staff
* Developing career planning classes
* Developing a career center
* Strategies for marketing career planning classes
* Developing career education resources, materials, publications or information on improving the career/vocational counseling program
* Developing strategies for further in-house studies

The deans and counselors were most favorably impressed with the positive results and intended to use them to further enhance procedures already in place within student services and to provide justification for implementation of new programs. The instructional faculty did not agree with the staff's high rating of counseling services and in this way did not feel that the data were reflective of their college staff as a whole. These were reflective with statewide data results. The teaching staff who were not directly involved in career planning services were not confident about the quality of the services delivered on their campus. The consultant teams emphasized their opportunity to use the survey as a planning tool and as an excellent vehicle to include counselors, administrators, and faculty in the planning process.

As commented by one of the consultants, "the visitations provided a professional forum for the exploration of a variety of concerns and an opportunity to discuss the career counseling resources available to them." The faculty and administrators were genuinely interested in the survey results and appreciated knowing how their responses compared with other campuses in the state. ETI staff and the consultants felt that many of the colleges will continue to use the data for planning purposes.

APPENDIX A

Study of Career/Vocational Counseling

STUDENT QUESTIONNAIRE

THE CHANCELLOR'S OFFICE OF THE CALIFORNIA COMMUNITY COLLEGES IS SPONSORING A STATEWIDE STUDY OF THE CAREER/VOCATIONAL COUNSELING SERVICES AT COMMUNITY COLLEGES. PLEASE CIRCLE THE NUMBER OF YOUR ANSWER FOR THE QUESTIONS BELOW. YOUR RESPONSES WILL HELP IN EVALUATING THE QUALITY OF THE SERVICES PROVIDED YOU. THANK YOU FOR YOUR HELP IN THIS IMPORTANT PROJECT.

---

1. Which college do you attend? _____

2. Sex:

   1. Female 2. Male

3. What is your student status?

   1. New student 2. Returning student

4. How many units are you currently taking?

   1. 1-5.9
   2. 6-11.9
   3. 12 or more

5. Do you attend classes primarily during the day or evening?

   1. Day
   2. Evening
   3. Both

6. What is your age?

   1. 17-19
   2. 20-23
   3. 24-29
   4. 30-40
   5. 41-50
   6. 51+

7. In what area have you declared a major?

   1. Undecided
   2. Agriculture
   3. Business
   4. Health
   5. Marketing
   6. Home Economics and related occupations
   7. Industrial technology

8. Are you in any classes for limited-English speakers?

   1. Yes 2. No

9. What is your ethnic background?

   1. American Indian/ Alaskan Native
   2. Asian/Pacific Islander
   3. Black
   4. Hispanic
   5. White
   6. Other

10. Are you receiving help from any of these special programs? (Circle all that apply)

1. Handicapped (learning or physically disabled)
2. EOPS
3. CARE
4. JTPA
5. Single parent/homemaker
6. Disadvantaged
7. GAIN

11. Is your purpose in attending a community college to: (Circle appropriate response)

1. Retrain for a different job.
2. Re-enter the labor market from full-time homemaking.
3. Prepare for first entry into the labor market.
4. Transfer to another college.

THE FOLLOWING SECTION WILL BE USED TO FIND OUT ABOUT YOUR CAREER/VOCATIONAL NEEDS. PLEASE USE THE FOLLOWING SCALE TO ANSWER THE QUESTIONS: 3 = YOU HAVE A **MAJOR** NEED FOR ASSISTANCE IN THE AREA; 2 = YOU HAVE A **MINOR** NEED IN THE AREA MENTIONED; 1 = YOU HAVE **NO** NEED IN THE AREA MENTIONED.

		Major Need	Minor Need	No Need
12.	Knowing more about my interests and skills.	3	2	1
13.	Understanding how to decide what my career goals are.	3	2	1
14.	Becoming more certain of my career/vocational plans.	3	2	1
15.	Exploring jobs/careers related to my interests and skills.	3	2	1
16.	Selecting courses related to my career goals.	3	2	1
17.	Developing effective skills to find a job.	3	2	1
18.	Obtaining a job.	3	2	1

IN THE FOLLOWING SECTION, READ THE COMMENTS AND THEN MARK A RESPONSE ACCORDING TO THE FOLLOWING SCALE: SA = 4, STRONGLY AGREE; A = 3, AGREE; D = 2, DISAGREE; SD = 1, STRONGLY DISAGREE; 0 = DOESN'T APPLY.

		SA	A	D	SD	0
19.	I feel comfortable contacting a counselor for advice about my career/vocational goals.	4	3	2	1	0
20.	The career center hours are convenient	4	3	2	1	0
21.	The career center keeps me well-informed about its services and opportunities.	4	3	2	1	0

USING THE SAME SCALE AS ABOVE, PLEASE COMPLETE THE REMAINDER OF THE QUESTIONNAIRE **ONLY IF YOU HAVE USED AT LEAST ONE CAREER/VOCATIONAL COUNSELING SERVICE!**

		SA	A	D	SD	0
22.	I find that counselors are generally helpful to me.	4	3	2	1	0
23.	I find that scheduled counseling appointments are long enough to have my questions understood and answered.	4	3	2	1	0

		SA	A	D	SD	O
24.	There are enough career counselors to adequately serve students.	4	3	2	1	0
25.	There are enough career center staff to adequately serve students.	4	3	2	1	0
26.	I feel that <u>individual career counseling sessions</u> that I have received:					
	1. Increased my self-esteem.	4	3	2	1	0
	2. Showed me how my strengths and weaknesses could fit into a career.	4	3	2	1	0
	3. Taught me where and how to get career information	4	3	2	1	0
	4. Helped me choose my career goal(s).	4	3	2	1	0
	5. Helped me select a major and/or classes appropriate to my career goals.	4	3	2	1	0
	6. Taught me valuable job-seeking skills.	4	3	2	1	0
	7. Taught me skills to keep a job.	4	3	2	1	0
	8. Strengthened my decision-making skills.	4	3	2	1	0
	9. Kept me informed of the latest trends in business.	4	3	2	1	0
27.	I feel that <u>career life planning classes</u> that I have received:					
	1. Increased my self-esteem.	4	3	2	1	0
	2. Showed me how my strengths and weaknesses could fit into a career.	4	3	2	1	0
	3. Taught me where and how to get career information.	4	3	2	1	0
	4. Helped me choose my career goal(s).	4	3	2	1	0
	5. Helped me select a major and/or classes appropriate to my career goals.	4	3	2	1	0
	6. Taught me valuable job-seeking skills.	4	3	2	1	0
	7. Taught me skills to keep a job.	4	3	2	1	0
	8. Strengthened my decision-making skills.	4	3	2	1	0
	9. Kept me informed of the latest trends in business.	4	3	2	1	0
28.	As a result of <u>individual career counseling sessions</u>:					
	1. I have tried to improve the quality of my college work.	4	3	2	1	0
	2. I feel more certain about my career choice.	4	3	2	1	0
	3. I have found out more about a particular vocational program.	4	3	2	1	0
	4. I am in school and taking classes related to my career choice.	4	3	2	1	0
	5. I have developed an educational plan to help me achieve my career goals.	4	3	2	1	0
	6. I am now looking for a job related to my field.	4	3	2	1	0
	7. I am now working at a job in my chosen field.	4	3	2	1	0
29.	As a result of <u>career life planning classes</u>:					
	1. I have tried to improve the quality of my college work.	4	3	2	1	0
	2. I feel more certain about my career choice.	4	3	2	1	0
	3. I have found out more about a particular vocational program.	4	3	2	1	0
	4. I am in school and taking classes related to my career choice.	4	3	2	1	0
	5. I have developed an educational plan to help me achieve my career goals.	4	3	2	1	0

		SA	A	D	SD	0
6.	I am now looking for a job related to my field.	4	3	2	1	0
7.	I am now working at a job in my chosen field.	4	3	2	1	0
30.	Overall, I am satisfied with the services I have received.	4	3	2	1	0

PLEASE CIRCLE AN ANSWER IN THIS SECTION ONLY FOR THOSE CAREER/VOCATIONAL COUNSELING SERVICES WHICH YOU HAVE USED. ON THE LEFT SIDE, INDICATE HOW VALUABLE YOU THINK THIS SERVICE WAS FOR YOU. ON THE RIGHT SIDE, INDICATE HOW WELL YOU THINK YOUR COLLEGE PROVIDES THIS SERVICE. FOR EACH SERVICE, CIRCLE THE NUMBER OF YOUR RESPONSE ON BOTH THE LEFT SIDE AND RIGHT SIDE. THE RATINGS OF 1-5 ARE IDENTIFIED AT THE HEAD OF EACH COLUMN.

Value: 5 = Highly valuable
4 = Valuable
3 = Somewhat valuable
2 = Little value
1 = No value

Quality: 5 = Excellent
4 = Good
3 = Satisfactory
2 = Unsatisfactory
1 = Unsure or cannot answer

Value		Services	Quality
5 4 3 2 1	31.	Individual appointments with career counselor.	5 4 3 2 1
5 4 3 2 1	32.	Career life or planning classes.	5 4 3 2 1
5 4 3 2 1	33.	Special career workshops or seminars.	5 4 3 2 1
5 4 3 2 1	34.	Career Center publications and information.	5 4 3 2 1
5 4 3 2 1	35.	Computer Guidance Programs (Eureka, Sigi, GIS).	5 4 3 2 1
5 4 3 2 1	36.	Career Center/Job Placement Office job listings.	5 4 3 2 1
5 4 3 2 1	37.	Working with career counselor to develop an educational plan.	5 4 3 2 1
5 4 3 2 1	38.	Internships and/or work-experience opportunities.	5 4 3 2 1
5 4 3 2 1	39.	Group counseling sessions or support groups.	5 4 3 2 1
5 4 3 2 1	40.	Special counseling services for non-traditional students (EOPS, single parent/homemaker, handicapped, etc.).	5 4 3 2 1

Study of Career/Vocational Counseling

STAFF QUESTIONNAIRE

THE CHANCELLOR'S OFFICE OF THE CALIFORNIA COMMUNITY COLLEGES IS SPONSORING A STUDY OF THE CAREER/VOCATIONAL COUNSELING SERVICES AT YOUR COLLEGE.

PLEASE CIRCLE YOUR RESPONSES TO THE QUESTIONS BELOW. YOUR RESPONSES WILL HELP IN EVALUATING THE QUALITY OF THE SERVICES PROVIDED YOUR STUDENTS. THANK YOU FOR YOUR HELP IN THIS IMPORTANT PROJECT.

---

1. College: _____

2. What is your status:

   1. Full-time day
   2. Full-time evening
   3. Full-time day and evening
   4. Part-time day
   5. Part-time evening
   6. Part-time day and evening

3. What is your position:

   1. Certificated Instructor
   2. Certificated Counselor
   3. Certificated Administrator
   4. Certificated Other
   5. Classified Staff

THE FOLLOWING SECTION LISTS THE CAREER/VOCATIONAL SERVICES PROVIDED BY THE COLLEGE. PLEASE RATE THEM IN TWO WAYS:

ON THE LEFT SIDE, INDICATE HOW IMPORTANT YOU THINK EACH SERVICE IS.
ON THE RIGHT SIDE, INDICATE HOW WELL YOU THINK YOUR COLLEGE PROVIDES THIS SERVICE TO STUDENTS.

FOR EACH SERVICE, CIRCLE THE NUMBER OF YOUR RESPONSE ON BOTH THE LEFT SIDE AND THE RIGHT SIDE. THE RATINGS OF 1-5, WHICH YOU ASSIGN, ARE IDENTIFIED AT THE HEAD OF EACH COLUMN.

Importance:		Quality:	
5 = Highly important		5 = Excellent	
4 = Important		4 = Good	
3 = Somewhat important		3 = Satisfactory	
2 = Little importance		2 = Unsatisfactory	
1 = No importance		1 = Unsure or cannot answer	

Importance		Services	Quality
5 4 3 2 1	4.	Individual appointments with a career counselor.	5 4 3 2 1
5 4 3 2 1	5.	Career life or planning classes.	5 4 3 2 1
5 4 3 2 1	6.	Special career workshops or seminars.	5 4 3 2 1

Importance		Services	Quality
5 4 3 2 1	7.	Career Center publications and information.	5 4 3 2 1
5 4 3 2 1	8.	Computer Guidance Programs (Eureka, Sigi, GIS).	5 4 3 2 1
5 4 3 2 1	9.	Career Center/Job Placement office job listings.	5 4 3 2 1
5 4 3 2 1	10.	Developing an educational plan with a career career counselor.	5 4 3 2 1
5 4 3 2 1	11.	Internships and/or work experience.	5 4 3 2 1
5 4 3 2 1	12.	Group counseling sessions or support groups.	5 4 3 2 1
5 4 3 2 1	13.	Special counseling services for non-traditional students (EOPS, single parent/homemaker, handicapped, etc.).	5 4 3 2 1

USING THE FOLLOWING SCALE, CIRCLE YOUR RESPONSES TO THE STATEMENTS BELOW: SA = 4, STRONGLY AGREE; A = 3, AGREE; D = 2, DISAGREE; SD = 1, STRONGLY DISAGREE; O = 0, DOESN'T APPLY.

		SA A D SD O
14.	Counselors are generally helpful to me.	4 3 2 1 0
15.	Counselors are well informed.	4 3 2 1 0
16.	Counselors talk to instructors about job placement opportunities.	4 3 2 1 0
17.	Counselors talk to people from the community, business, and industry about job offerings.	4 3 2 1 0
18.	Career/vocational counseling here is effective.	4 3 2 1 0

THE FOLLOWING SECTION CONTAINS A LIST OF CAREER/VOCATIONAL SERVICES. ON THE RIGHT SIDE, PLEASE INDICATE WHETHER OR NOT YOU HAVE HEARD OF THE SERVICE BEING OFFERED AT YOUR COLLEGE BY CIRCLING 1 FOR YES AND 2 FOR NO.

		HEARD OF	
		Yes	No
19.	Individual appointments with a career counselor.	1	2
20.	Working with career counselor to develop a career or transfer plan.	1	2
21.	Career counseling or life planning classes.	1	2
22.	Special workshops and seminars.	1	2
23.	Career Center publications and information.	1	2
24.	Computer-based guidance systems (Eureka, Sigi, GIS).	1	2
25.	Basic Skills assessment testing (English and Math).	1	2
26.	Career/Vocational assessment testing (interests, skills, values, personality) and interpretation.	1	2
27.	Group counseling sessions or support groups.	1	2
28.	Special counseling services for non-traditional students (re-entry adults, handicapped, single parents/homemakers, recent immigrants).	1	2
29.	Internships and/or on-the-job work experience.	1	2
30.	Job shadowing/informational interviews/job development services.	1	2
31.	Career Center/Job Placement Office job listings.	1	2

32. In what ways could faculty and counselors improve career/ vocational counseling at your college?

APPENDIX B

EVALUATION AND TRAINING INSTITUTE
An inter-disciplinary center for research, training, evaluation and policy studies

Dear President:

The Evaluation and Training Institute (ETI) invites your college to participate in its second year Study to Assess the Effectiveness of Career/Vocational Education in California Community Colleges. The first year pilot study, conducted by ETI, involved ten community colleges selected by the project's advisory committee. For the second year project, the first 50 colleges from which ETI receives positive responses will be included in the study.

If your college participates in the study, you will receive the following:

1) A comprehensive survey of your campus' vocational education students, faculty, counselors and administrators regarding their satisfaction with the career/vocational counseling program.

2) A Data Summary Notebook which you can use to compare your data against that for the state as a whole and identify specific areas of program strength and areas in which your program may need technical assistance.

3) On-site technical assistance will be provided, as requested, by two Counselor Peer Consultants (CPCs) and two Business and Industry Consultants (BICs) chosen from the colleges to advise your program staff in areas identified.

4) Your college's counselors and vocational education staff will be given the opportunity to attend one of two regional workshops. These workshops will present the project activities and outcomes, provide feedback from the CPC and BIC representative peer visits, and present an opportunity for career/vocational counseling staff to interact with vocational education staff.

Participant colleges will be chosen in the order in which their responses are received. Therefore, it is important that you respond as soon as possible, and no later than February 19. Along with your response, we ask that you send a list of nominees for CPC and BIC representatives which includes their name, title, telephone number and address. Self-nominations will be accepted. We would also like to receive nominations from Deans of Vocational Education and Deans of Counseling, and have enclosed letters for each of these persons. Please collect the nominations and send them with your response.

12401 Wilshire Boulevard, Suite 304 • Los Angeles, California 90025 • (213) 820-8521

Thank you for your assistance, and we hope to have the opportunity to work with you on this important project.

Sincerely,

Kristina Kvien

cc: Dean of Student Services

APPENDIX C

Table 1
Student Characteristics
All Students

1. Sex:

	#	%
Female	1063	55
Male	884	45

2. Student Status:

	#	%
New Students	667	35
Returning Students	1253	65

3. Unit Load

	#	%
1-5.9	482	25
6-11.9	508	26
12 or more	944	49

4. Time of Attendance:

	#	%
Day	1050	54
Evening	494	25
Both	402	21

5. Age:

	#	%
17-19	366	19
20-23	529	27
24-29	378	19
30-40	447	23
41-50	157	8
51+	68	3

6. Majors:

	#	%
Undecided	615	35
Agriculture	79	4
Business	393	22
Health Services	180	10
Home Economics	69	2
Marketing	28	4
Industrial Tech.	421	24

8. Ethnic Background:

	#	%
American Indian/ Alaskan	26	1
Asian	189	10
Black	213	11
Hispanic	381	20
White	1073	55
Other	0	0

9. Limited English Speaker:

	#	%
Yes	140	7
No	1781	93

10. Special Programs:

	#	%
Handicapped	52	3
EOPS	157	8
CARE	10	1
JTPA	19	1
Single Parent	37	2
Disadvantaged	12	1
GAIN	54	3

12. Purpose for Attending College

	#	%
Retrain for a different job	575	32
Re-enter the labor market from full-time homemaking	137	8
Prepare for first entry into the labor market	248	14
Transfer to another college	818	46

C-1

Table 2
Students' Assessments
of Career/Vocational Counseling Needs

		Major Need		Minor Need		No Need	
		#	%	#	%	#	%
1.	Knowing more about my interests and skills.	843	44	646	34	423	22
2.	Understanding how to decide what my career goals are.	765	40	593	31	556	29
3.	Becoming more certain of my career/vocational plans.	863	46	583	31	450	24
4.	Exploring jobs/careers related to my interests and skills.	1001	53	578	31	308	16
5.	Selecting courses related to my career goals.	895	47	620	33	395	21
6.	Developing effective skills to find a job.	831	43	651	34	434	23
7.	Obtaining a job.	777	41	569	30	560	29

Table 3
Students' Ratings of Satisfaction with Career/Vocational Counseling Services

	Strongly Agree or Agree		Strongly Disagree or Disagree	
All Respondents:	#	%	#	%
1. I feel comfortable contacting a counselor for advice about my career/vocational goals.	1457	84	272	16
2. The career center hours are convenient	1198	83	254	18
3. The career center keeps me well-informed about its service and opportunities.	913	64	517	36
Respondents Who Have Used at Least One Career/Vocational Counseling Service:				
4. I find that counselors are generally helpful to me.	1094	83	228	17
5. I find that scheduled counseling appointments are long enough to have my questions understood and answered.	946	77	288	23
6. There are enough career counselors to adequately serve students.	751	64	427	36
7. There are enough career center staff to adequately serve students.	706	62	430	38

Table 4
Students' Ratings of Benefits of
Individual Career Counseling Sessions

Statement I feel that individual career counseling sessions that I have received:	Strongly Agree or Agree		Strongly Disagree or Disagree	
	#	%	#	%
1. Increased my self-esteem.	946	77	288	23
2. Showed me how my strengths and weaknesses could fit into a career.	751	64	427	36
3. Taught me where and how to get career information.	706	62	430	38
4. Helped me choose my career goal(s).	728	73	267	27
5. Helped me select a major and/or classes appropriate to my career goals.	659	68	315	32
6. Taught me valuable job-seeking skills.	763	75	256	25
7. Taught me skills to keep a job.	571	60	385	40
8. Strengthened my decision-making skills.	655	68	312	32
9. Kept me informed of the lastest trends in business.	483	54	419	47

Table 5
Students' Ratings of Benefits of
Career/Life Planning Classes

Statement I feel that career/life planning classes that I have received:	Strongly Agree or Agree		Strongly Disagree or Disagree	
	#	%	#	%
1. Increased my self-esteem.	705	78	203	22
2. Showed me how my strengths and weaknesses could fit into a career.	722	80	185	20
3. Taught me where and how to get career information.	733	81	170	19
4. Helped me choose my career goal(s).	623	72	246	28
5. Helped me select a major and/or classes appropriate to my career goals.	591	69	260	31
6. Taught me valuable job-seeking skills.	583	69	265	31
7. Taught me skills to keep a job.	513	63	303	37
8. Strengthened my decision-making skills.	625	72	239	28
9. Kept me informed of the lastest trends in business.	542	66	285	35

Table 6
Students' Ratings of Results of Individual Career Counseling Sessions

Statement As a result of individual career counseling sessions:	Strongly Agree or Agree		Strongly Disagree or Disagree	
	#	%	#	%
1. I have tried to improve the quality of my college work.	727	80	178	20
2. I feel more certain about my career choice.	673	73	244	27
3. I have found out more about a particular vocational program.	601	70	262	30
4. I am in school and taking classes related to my career choice.	746	81	175	19
5. I have developed an educational plan to help me achieve my career goals.	717	78	199	22
6. I am now looking for a job related to my field.	468	63	276	37
7. I am now working at a job in my chosen field.	319	48	346	52

Table 7
Students' Ratings of Results of
Career/Life Planning Classes

Statement As a result of career/life planning classes:	Strongly Agree or Agree #	Strongly Agree or Agree %	Strongly Disagree or Disagree #	Strongly Disagree or Disagree %
1. I have tried to improve the quality of my college work.	742	83	150	17
2. I feel more certain about my career choice.	688	77	210	23
3. I have found out more about a particular vocational program.	621	74	221	26
4. I am in school and taking classes related to my career choice.	677	78	190	22
5. I have developed an educational plan to help me achieve my career goals.	659	76	204	24
6. I am now looking for a job related to my field.	533	66	280	34
7. I am now working at a job in my chosen field.	365	50	363	50

	Strongly Agree or Agree #	Strongly Agree or Agree %	Strongly Disagree or Disagree #	Strongly Disagree or Disagree %
1. Overall, I am satisfied with the services I have received	945	81	227	19

Table 8
Students' Ratings of Value and Quality of Career/Vocational Service Delivery

4= Highly Valuable or Valuable
3= Somewhat Valuable
2= Little Value
1= No Value

3= Excellent or Good
2= Satisfactory
1= Unsatisfactory

	Value				Quality		
	1	2	3	4	1	2	3
	%	%	%	%	%	%	%
1. Individual appointments with career counselors	15	6	18	61	10	24	66
2. Career life or planning classes	16	6	17	61	8	26	66
3. Special career workshops or seminars	25	8	21	46	11	34	56
4. Career Center publications and information	19	9	20	52	11	29	60
5. Computer Guidance Programs (Eureka, Sigi, GIS)	24	7	18	50	9	26	65
6. Career Center/Job Placement Office job listings	22	9	20	49	13	31	56
7. Working with career counselor to develop an educational plan	20	9	18	53	14	26	60
8. Internships and/or work experience opportunities	24	9	19	48	13	28	58
9. Group counseling sessions or support groups	26	11	21	42	15	30	54
10. Special counseling services for non-traditional students (EOPS, single parent/homemaker, etc.)	28	7	16	49	11	29	60

Table 9
Frequency of Staff Responses

College	#	% of Total
Gavilan	24	11
Hartnell	13	6
L.A. Trade Tech	13	6
Butte	9	4
Mira Costa	24	11
East L.A.	1	1
L.A. City	25	11
Modesto Junior College	29	13
Antelope Valley	11	5
Laney	15	7
Merced	11	5
Solano County	21	10
West Valley	14	6
San Bernardino	10	5
TOTAL	220	

Table 10
Status of Staff Responding

Status	#	%
Full-time day	135	62
Full-time evening	1	1
Full-time both	51	24
Part-time day	4	2
Part-time evening	19	9
Part-time both	7	3

Table 11
Positions of Staff Responding

Position	#	%
Instructor	131	63
Counselor	56	27
Administrator	11	5
Certificated Other	8	4
Staff	3	1

Table 12
Staff Ratings of Importance and Quality of Career/Vocational Counseling Services

4= Highly Important or Important
3= Somewhat Important
2= Little Importance
1= No Importance

3= Excellent or Good
2= Satisfactory
1= Unsatisfactory

	Importance				Quality		
	1	2	3	4	1	2	3
	%	%	%	%	%	%	%
1. Individual appointments with career counselors	0	1	6	93	21	31	49
2. Career life or planning classes	0	2	12	86	19	33	47
3. Special career workshops or seminars	1	1	27	72	38	31	31
4. Career Center publications and information	0	2	20	78	15	33	52
5. Computer Guidance Programs (Eureka, Sigi, GIS)	3	3	24	71	11	25	65
6. Career Center/Job Placement Office job listings	1	2	9	88	25	29	46
7. Working with career counselor to develop an educational plan	0	1	13	86	30	31	39
8. Internships and/or work experience opportunities	1	1	17	80	27	35	38
9. Group counseling sessions or support groups	2	10	43	44	36	43	21
10. Special counseling services for non-traditional students (EOPS, single parent/homemaker, etc.)	0	3	13	84	5	28	67

Table 13
Staff Members' Level of Agreement With Statements Regarding the Performance of Career/Vocational Counseling Staff

Statement	Strongly Agree or Agree		Strongly Disagree or Disagree	
	#	%	#	%
1. Counselors are generally helpful to me.	148	80	36	20
2. Counselors are well informed.	120	59	82	41
3. Counselors talk to instructors about job placement opportunities.	54	29	132	71
4. Counselors talk to people from the community, business, and industry about job offerings.	71	41	103	59
5. Career/vocational counseling here is effective.	94	50	96	51

Table 14
Percentage of Staff Member Who Have Heard
of Career/Vocational Counseling Services

Service	Heard of: Yes #	Yes %	No #	No %
1. Individual appointments with a career counselor.	183	85	33	15
2. Working with career counselor to develop a career or transfer plan.	173	81	42	20
3. Career counseling or life planning classes.	147	68	69	32
4. Special workshops and seminars.	137	63	79	37
5. Career center publications and information.	167	78	47	22
6. Computer-based guidance systems.	159	74	55	26
7. Basic Skills assessment testing.	207	96	8	4
8. Career/vocational assessment testing and interpretation.	141	67	70	33
9. Group counseling sessions or support groups.	80	37	136	63
10. Special counseling services for non-traditional students.	191	91	20	10
11. Internships and/or work experience.	167	77	49	23
12. Job shadowing/informational interviews/job development services.	84	39	132	61
13. Career Center/Job Placement Office job listings.	176	82	39	18

Table 15
Comparison of Student and Staff Ratings of Importance and Quality of Career/VocationalCounseling Services

4= Highly Important or Important
3= Somewhat Important
2= Little Importance
1= No Importance

3= Excellent or Good
2= Satisfactory
1= Unsatisfactory

A= Student Response
B= Staff Response

	Importance								Quality					
	1		2		3		4		1		2		3	
	A %	B %	A %	B %	A %	B %	A %	B %	A %	B %	A %	B %	A %	B %
1. Individual appointments with career counselors	15	0	6	1	18	6	61	93	10	21	24	31	66	49
2. Career life or planning classes	16	0	6	2	17	12	61	86	8	19	26	33	66	47
3. Special career workshops or seminars	25	1	8	1	21	27	46	72	11	38	34	31	56	31
4. Career Center publications and information	19	0	9	2	20	20	52	78	11	15	29	33	60	52
5. Computer Guidance Programs (Eureka, Sigi, GIS)	24	3	7	3	18	24	50	71	9	11	26	25	65	65
6. Career Center/Job Placement Office job listings	22	1	9	2	20	9	49	88	13	25	31	29	56	46
7. Working with career counselor to develop an educational plan	20	0	9	1	18	13	53	86	14	30	26	31	60	39
8. Internships and/or work experience opportunities	24	1	9	1	19	17	48	80	13	27	28	35	58	38
9. Group counseling sessions or support groups	26	2	11	10	21	43	42	44	15	36	30	43	54	21
10. Special counseling services for non-traditional students (EOPS, single														

Table 16

Number and Percentage of Sample Contributed by Each College

	Students		Staff	
	#	%	#	%
Antelope Valley	120	6.2	11	5.0
Butte	192	9.8	9	4.1
East Los Angeles	7	.4	1	.5
Gavilan	192	9.8	24	10.9
Hartnell	38	1.9	13	5.9
Laney	59	3.0	15	6.8
Los Angeles City	134	6.9	25	11.4
Los Angeles Trade-Tech	276	14.1	13	5.9
Merced	118	6.0	11	5.0
Mira Costa	165	8.5	24	10.9
Modesto	201	10.3	29	13.2
San Bernardino Valley	152	7.8	10	4.5
Solano County	202	10.4	21	9.5
West Valley	184	9.4	14	6.4
College Not Indicated	0		1	
Total	2,040		221	

APPENDIX D

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